Name of School Principal: 

__________________________

Name of School Council President: 

__________________________

Date of Endorsement: 

__________________________

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 ‘Student enrolment numbers’ and/or 3.1 ‘Curriculum framework – languages program’ until 31 December 2013.
Data indicates learning skills that can be applied and transferred to new and real world situations. Schools in French continued ‘Primary’, ‘Better Buddies’ and ‘Solving the Jigsaw’ supporting students to develop rights and responsibilities for all is integral to the school’s ethos. The school is proactive in wellbeing initiatives including ‘KidsMatter Primary’, Better Buddies’ and ‘Solving the Jigsaw’ supporting students to develop self-awareness and relationship skills. The school continued to offer a broad range of optional extracurricular programs including instrumental music, singing and dance, chess and French. 2013 also saw the introduction of Mandarin to coincide with the development of a sister school relationship with 2 Huai Bei schools in the Anhui Provence, China, following inaugural sister school visits. The school aims to prepare children with lifelong learning skills that can be applied and transferred to new and real world situations.

Exemplary Visual and Performing Arts, Physical Education and Language (Italian) programs with a focus on sustainability and technology, support the belief that learning should be fun, stimulating and challenging. A positive approach to wellbeing based on the rights and responsibilities for all is integral to the school’s ethos. The school is proactive in wellbeing initiatives including ‘KidsMatter Primary’, Better Buddies’ and ‘Solving the Jigsaw’ supporting students to develop self-awareness and relationship skills. The school continued to offer a broad range of optional extracurricular programs including instrumental music, singing and dance, chess and French. 2013 also saw the introduction of Mandarin to coincide with the development of a sister school relationship with 2 Huai Bei schools in the Anhui Provence, China, following inaugural sister school visits. The school aims to prepare children with lifelong learning skills that can be applied and transferred to new and real world situations.

Data indicates APS Literacy and Numeracy standards remain above the state-wide benchmark averages. The relative growth measure for the Year 3 - Year 5 matched cohort has increased annually over the last five years.

There were 26.7 FTE teachers: 3 Principal Class and 4.2 Education Support Staff, in 2013.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Engagement</th>
<th>Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher judgements across the school indicated 99% of students achieved or above the expected level in Reading and 98% of students achieved at or above the expected level in Writing and Mathematics.</td>
<td>Student attendance data over the past four years has remained consistently high. The school’s four-year student attendance average is stable. Attendance is similar when compared with other Victorian government schools taking into account characteristics of the school and its students.</td>
<td>In 2013 the Student Attitudes to School results were the highest achieved in the past four years at the school. In 2013, APS Attitudes to School was above the state median for Victorian Government Schools. Student Attitudes to School survey data significantly improved over the past 4 years.</td>
</tr>
<tr>
<td>NAPLAN results indicated that the school performed above the state average in all areas in Year 3 and 5, with notable achievement in Reading, and Grammar and Punctuation. There was an improved rate of growth in the Year 3 – 5 in all areas from 2011 – 2013 in the NAPLAN five-year trends.</td>
<td>In 2013, the average attendance rate for students in Year Prep – 2 was 94%. Year 3-6 students averaged 93% attendance for the same period.</td>
<td>KidsMatter accreditation was achieved in 2013. The school successfully implemented the KidsMatter framework to develop students’ self and social awareness. This was achieved through teacher professional learning, student social and emotional learning and regular parent communication. This forms part of the school’s wellbeing curriculum which supports, empowers and develops relationship skills and responsible decision making, leading to greater self-efficacy.</td>
</tr>
<tr>
<td>These pleasing results reflect a focus on the provision of a challenging and stimulating Literacy and Mathematics curriculum and sustained teacher professional learning. The school worked with Professor Stephens of The University of Melbourne to coach teachers to deepen their Mathematical teaching understanding. Simultaneously, a Mathematics ‘Lesson Study’ program was implemented, led by a teacher as part of a Masters of Numeracy. This involved teachers planning and observing a lesson together; post lesson discussion; lesson modifications to improve learning outcomes before being repeated by another team member. This enabled teachers to challenge and reflect on their practice to refine Mathematics teaching and learning.</td>
<td>Attendance is regularly promoted to parents in the school newsletter and in formal parent information sessions.</td>
<td>Two education psychologists continued to offer their services 3 days per week and a speech pathologist one day a week to work alongside parents students and teachers. This home school partnership develops strategies to support the wellbeing of the student.</td>
</tr>
<tr>
<td>In 2014 the school will continue to implement and document the ‘Lesson Study’ model across all year groups to further improve the teaching and learning of Mathematics.</td>
<td>Class teachers follow up absences greater than a single day with a telephone call home to enquire if the school can be of assistance for the student’s return to school.</td>
<td>Leadership initiatives continued to thrive at APS and included attendance at the National Young Leaders Conference and debating at the State Junior School Council Congress. Philanthropy teams, SRC and student action teams worked diligently throughout the year to make a positive difference within their spheres of influence focusing on improving the wellbeing of themselves and others. These initiatives enable students to make connections between classroom learning and real world situations.</td>
</tr>
</tbody>
</table>
New strategies related to the teaching of Reading were trialled in 2013 with the intention of being implemented school wide in 2014. These reading strategies involved teachers and students explicitly developing individual learning goals. This program enables teachers to target their teaching accordingly. These goals are reviewed weekly. This program aligns with the school's strategic intent to promote student voice and learning confidence.

Further sustained implementation of the school's documented spelling program is planned for 2014 alongside continued relevant teacher professional development.

Community engagement is achieved through inclusive school events such as concert, Fair, Art Exhibition, Science Expo, Walkathon, camps and picnics. Parent representations on formal committees are also strong and highly valued within the school.

The school achieved the first level of the Health Achievement Program in 2013.

The Engagement Policy will be reviewed in 2014. Additional support tools will be developed in 2014 to assist parents to maximize student learning and attendance.

and the real world empowering them with the belief that they can positively influence their community and in turn promote an optimistic outlook.

Sustainability projects such as the veggie patch, eco cubby and student action e.g. ‘switch off’ projects continued to highlight the school’s commitment to sustainability initiatives. The Landscaping group led by parents planted out gardens and trees, created willow cubbies and designed the new outdoor learning space.

The revised Homework Policy was implemented school wide in 2013. The policy established a consistent approach to the school's homework program and provided students with tasks that allowed greater student choice and rich learning opportunities.

For more detailed information regarding our school please visit our website at [http://www.alphinps.vic.edu.au/](http://www.alphinps.vic.edu.au/)
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

School Profile

School Enrolments

A total of 378 students were enrolled at this school in 2013, 198 female and 180 male.

Overall socio-economic profile

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

Proportion of students with English as a second language.

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

Please note: The Staff Opinion Survey was not conducted in 2013.
Performance Summary

### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English

- [Graph showing results]

#### Results: Mathematics

- [Graph showing results]

### School Comparison

#### NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
### Performance Summary

#### Achievement

**NAPLAN Relative Growth Year 3 - Year 5**

Relative gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20%</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>20%</td>
<td>45%</td>
<td>35%</td>
</tr>
<tr>
<td>Writing</td>
<td>24%</td>
<td>44%</td>
<td>31%</td>
</tr>
<tr>
<td>Spelling</td>
<td>33%</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>13%</td>
<td>48%</td>
<td>38%</td>
</tr>
</tbody>
</table>

#### School Comparison

NAPLAN Relative Growth does not require a School Comparison.
Performance Summary

Engagement

Student Attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2013 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94%</td>
</tr>
<tr>
<td>Yr1</td>
<td>94%</td>
</tr>
<tr>
<td>Yr2</td>
<td>95%</td>
</tr>
<tr>
<td>Yr3</td>
<td>93%</td>
</tr>
<tr>
<td>Yr4</td>
<td>95%</td>
</tr>
<tr>
<td>Yr5</td>
<td>93%</td>
</tr>
<tr>
<td>Yr6</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Outcomes

Results: 2013

Results: 2010 - 2013 (4-year average)

School Comparison

Similar

Similar
## Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results: 2013</td>
<td><img src="chart1.png" alt="Bar Chart" /></td>
<td>Similar</td>
</tr>
<tr>
<td>Results: 2010 - 2013 (4-year average)</td>
<td><img src="chart2.png" alt="Bar Chart" /></td>
<td>Lower</td>
</tr>
</tbody>
</table>
How to read the Performance Summary 2013

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
## Financial Performance and Position

### Financial Performance - Operating Statement
**Summary for the year ending 31st December, 2013**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$264,836</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$13,299</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$505,174</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$783,310</strong></td>
</tr>
</tbody>
</table>

### Funds Available
**Actual**
- High Yield Investment Account $7,795
- Official Account $17,430
- Other Accounts $24,826
- **Total Funds Available** $50,051

### Financial Commitments
**Operating Reserve** $50,051
- **Total Financial Commitments** $50,051

### Expenditure
- Books & Publications $8,589
- Communication Costs $5,117
- Consumables $85,174
- Miscellaneous Expense $266,256
- Professional Development $7,890
- Property Maintenance $263,584
- Salaries & Allowances $79,478
- Trading & Fundraising $63,439
- Utilities $26,192
- **Total Operating Expenditure** $805,720

### Net Operating Surplus/-Deficit
($22,410)

### Asset Acquisitions
$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

## Financial performance and position commentary

2013 was another successful year financially for the School; we finished the year comfortably with $50,051 of funds available. We started the year with $72,594 available which included some of the proceeds from 2012 fund raising; this money was set aside to complete improvements to the school grounds in 2013. A new boundary fence and new school entrance were completed along with a new outdoor learning/playground area. These capital investments led to the operating deficit the school ran in 2013 of $22,410.

Revenues increased in the year, an extra 30 students were enrolled bringing the total to 378 and this generated more revenues both in terms of Government Provided DEECD Grants and locally raised funds. The fund raising activities of the school community were again successful, over $105,000 of revenue was generated with the net surplus being $68,000. The Annual Fair and the Trivia night were the major events contributing to this result, the continued support of the school community in raising these funds is vital to the financial health of the school.

Expenditure increased in 2013 by $121,508, this is consistent with the increase in students and the above investments. Property maintenance alone increased by $74,193, additional expenses include increased technology (netbooks and iPads) leases, termite eradication and carpet replacement. The miscellaneous category includes support services, professional development at a sub program level and Camp and Excursion expenses of $140,000 (all funded by locally raised funds). 2014 sees continued growth for APS and I believe the school is well placed to perform strongly. Chris Wilson, Treasurer